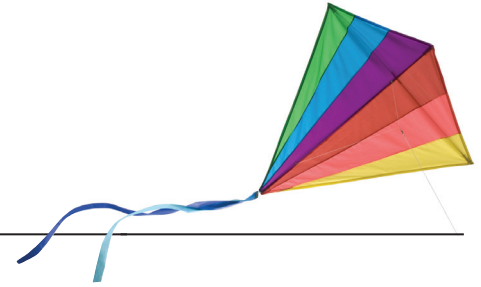




Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

***Alignment of Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten
With
Alabama Developmental Standards for Preschool Children***

This document aligns the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system with the goals and standards in the *Alabama Developmental Standards for Preschool Children*.

References

Alabama Department of Children's Affairs Office of School Readiness. (2010). *Alabama developmental standards for preschool children*. Montgomery, AL: Author. Retrieved November 26, 2012, from <http://children.alabama.gov/uploadedFiles/File/DevelopmentalStandardshandbook.pdf>

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<i>Alabama Developmental Standards for Preschool Children Goals and Standards</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Approaches to Learning	
Goal 1: Children will develop curiosity, initiative, self-direction, and persistence.	
AL.P.1.1 Make and express choices, plans and decisions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
AL.P.1.2 Choose and complete challenging tasks.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
AL.P.1.3 Understand and follow rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
AL.P.1.4 Accept changes in plans and schedules.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought or proposed
AL.P.1.5 Demonstrate increasing ability to complete task and maintain concentration over time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 7 emerging to 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

Goal 2: Children will develop positive attitudes, habits, and learning styles	
AL.P.2.1 Demonstrate an eagerness and interest in learning.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
AL.P.2.2 Develop increasing ability to find more than one solution to a question or problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results
Language and Literacy	
Goal 1: Children will develop listening comprehension skills (receptive language).	
LL.P.1.1 Understand and follow spoken directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
LL.P.1.2 Listen attentively to stories or class discussions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversation 4. Asks and answers questions about the text; refers to pictures

LL.P.1.3 Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experience.	<p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>6. Tells stories about other times and places that have a logical order and that include major details</p> <p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <p>6. Retells a familiar story in proper sequence, including major events and characters</p>
LL.P.1.4 Begin to use pre-reading skills and strategies (ex.: prior knowledge to text, making predictions about text and using picture cues).	<p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>4. Pretends to read, using some of the language form the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language.	
LL.P.2.1 Discriminate and identify sounds in spoken language.	<p>15. Demonstrates phonological awareness</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>2. Hears and shows awareness of separate words in sentences</p>
LL.P.2.2 Recognize common sounds at the beginning of a series of words.	<p>15. Demonstrates phonological awareness</p> <p>15b. Notices and discriminates alliteration</p> <p>4. Shows awareness that some words begin the same way</p>
LL.P.2.3 Identify syllables in words.	<p>15. Demonstrates phonological awareness</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>4. Hears and shows awareness of separate syllables in words</p>
LL.P.2.4 Identify words that rhyme.	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>6. Decides whether two words rhyme</p>

Goal 3: Children will develop an understanding of new vocabulary.	
LL.P.3.1 Name a variety of pictures/objects and/or actions in the natural environment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
LL.P.3.2 Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
LL.P.3.3 Connect new vocabulary with prior educational experiences.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places
Goal 4: Children will develop speaking skills for the purpose of communication (expressive language).	
LL.P.4.1 Express wants and needs.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words.
LL.P.4.2 Respond to questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LL.P.4.3 Engage in conversations with peers and adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversation 7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges) 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders

LL.P.4.4 Increase length and grammatical complexity of sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences
LL.P.4.5 Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 34. Explores musical concepts and expression
LL.P.4.6 Engage in storytelling and pretend play, using oral language.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
LL.P.4.7 Show progress in speaking English (for non-English speaking children).	37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
Goal 5: Children will develop age-appropriate writing skills.	
LL.P.5.1 Experiment with a variety of writing tools and materials.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

LL.P.5.2 Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).	
LL.P.6.1 Demonstrate an interest in books and exhibit appropriate book handling skills.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
LL.P.6.2 Show increasing awareness of environmental print in classroom, home, and community.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
LL.P.6.3 Understand that writing is used as a form of communication for a variety of purposes.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LL.P.6.4 Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LL.P.6.5 Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 7 emerging to 8. Matches a written word with a spoken word, but it may not be the actual word; tracks print from the end of a line of text to the beginning of the next line

Goal 7: Children will develop alphabet knowledge.	
LL.P.7.1 Identify letters in the alphabet, especially letters in own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
LL.P.7.2 Show progress in identifying the names of letters and the sounds they represent.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10-20 letters
LL.P.7.3 Demonstrate increased ability to recognize letters at the beginning of words.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
Mathematics	
Goal 1: Children will begin to develop an awareness and understanding of numbers	
M.P.1.1 Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
M.P.1.2 Show increasing ability to count in sequence to 10 and beyond.	20. Uses number concepts and operations 20a. Connects numerals with their quantities 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
M.P.1.3 Begin to understand the concept of estimation.	Not specifically addressed, generally addressed by 20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the part

M.P.1.4 Use language to compare number of objects with terms such as more, less, equal to, greater than, or fewer than.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.P.1.5 Use ordinal number words to describe the position of objects (ex.: “first,” “second,” “third,” etc.).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
M.P.1.6 Begin to use numbers and counting as a means for solving problems and measuring quantity.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Goal 2: Children will develop an understanding of basic geometric shapes and develop a sense of space.	
M.P.2.1 Recognize, describe, compare, and name common shapes, their parts, and attributes	21. Explores and describes spatial relationships 21b. Understands shapes 6. Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
M.P.2.2 Use math language to indicate understanding of positional concepts.	21. Explores and describes spatial relationships 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
M.P.2.3 Use classroom materials to combine shapes to create other shapes.	21. Explores and describes spatial relationships 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

M.P.2.4 Begin to understand concept of “part” and “whole” using real objects.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 6. Makes sets of 6-10 objects and then describes the parts; identifies what part has more, less, or the same (equal); counts all or counts on to find out how many
Goal 3: Children will show awareness of, recognize, and create patterns.	
M.P.3.1 Match, sort, place in a series, and regroup objects according to attributes (color, size, shape, etc.).	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
M.P.3.2 Describe, duplicate, and extend simple patterns using a variety of materials or objects.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
M.P.3.3 Recognize and identify patterns in the environment.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Goal 4: Children will explore concepts of basic measurements.	
M.P.4.1 Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
M.P.4.2 Use standard and nonstandard measurement tools to determine length, volume, and weight of objects.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
M.P.4.3 Demonstrate an understanding of measurable concepts of time and sequence.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

Goal 5: Children will analyze data within small and large group settings.	
M.P.5.1 Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and the describes the parts; identifies what part has more, less, or the same (equal); counts all or counts on to find out how many
M.P.5.2 Classify objects using more than one attribute.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
M.P.5.3 Sort and classify objects using self selected criteria.	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
M.P.5.4 Develop ability to collect, describe, and record information through drawings, maps, charts and graphs.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Science and Environmental Education	
Goal 1: Children will develop the ability to use scientific processes and inquiry.	
S.P.1.1 Use senses to gather information, classify objects, observe processes, and describe materials.	24. Uses scientific inquiry skills
S.P.1.2 Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions.	24. Uses scientific inquiry skills
S.P.1.3 Record observations using simple visual tools such as drawings, graphs, charts, logos.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 24. Uses scientific inquiry skills

S.P.1.4 Describe simple cause and effect relationships.	24. Uses scientific inquiry skills
Goal 2: Children will acquire knowledge related to physical science.	
S.P.2.1 Investigate, explore, and compare objects in the classroom and on the playground.	26. Demonstrates knowledge of the physical properties of objects and materials 32. Demonstrates simple geographic knowledge
S.P.2.2 Examine and describe the properties of solids and liquids.	26. Demonstrates knowledge of the physical properties of objects and materials
S.P.2.3 Name and use simple machines in the context of daily play and problem-solving.	28. Uses tools and other technology to perform tasks
S.P.2.4 Explore and describe different types of speed, motion, and sounds.	24. Uses scientific inquiry skills
S.P.2.5 Design and create items with simple tools.	28. Uses tools and other technology to perform tasks
Goal 3: Children will acquire knowledge related to earth sciences and our environment.	
S.P.3.1 Identify, describe and compare natural items from their immediate environment.	27. Demonstrates knowledge of Earth's environment 32. Demonstrates simple geographic knowledge
S.P.3.2 Demonstrate respect for preserving the environment.	27. Demonstrates knowledge of Earth's environment
S.P.3.3 Describe basic needs of how to care for living things.	25. Demonstrates knowledge of the characteristics of living things
S.P.3.4 Demonstrate knowledge of changes that plants and animals pass through during life cycles.	25. Demonstrates knowledge of the characteristics of living things
S.P.3.5 Identify and describe common animals and insects, and their natural habitats.	25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of Earth's environment
Goal 4: Children will acquire knowledge related to earth and space science.	
S.P.4.1 Identify four seasons and seasonal changes.	27. Demonstrates knowledge of Earth's environment
S.P.4.2 Identify types of weather and impact on environment.	27. Demonstrates knowledge of Earth's environment
S.P.4.3 Identify and classify objects observed in the day sky and in the night sky.	24. Uses scientific inquiry skills 27. Demonstrates knowledge of Earth's environment

S.P.4.4 Identify common earth materials and landforms.	27. Demonstrates knowledge of Earth's environment
S.P.4.5 Observe and describe light and shadows.	24. Uses scientific inquiry skills
	27. Demonstrates knowledge of Earth's environment
Technology	
Goal 1: Children will gain knowledge of technology.	
T.P.1.1 Demonstrate basic knowledge of computer skills.	28. Uses tools and other technology to perform tasks
T.P.1.2 Demonstrate knowledge of a variety of media and technology tools.	28. Uses tools and other technology to perform tasks
T.P.1.3 Demonstrates knowledge of the use of technology as a communication system of the world.	28. Uses tools and other technology to perform tasks
	30. Shows basic understanding of people and how they live
Social-Emotional Development	
Goal 1: Children will develop confidence and positive self-awareness.	
SE.P.1.1 Display a healthy self image.	1. Regulates own emotions 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics and preferences).	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
	29. Demonstrates knowledge about self
SE.P.1.3 Demonstrate knowledge of self through recognition of body parts.	29. Demonstrates knowledge about self
SE.P.1.4 Demonstrate growth in capacity for independence.	1. Regulates own emotions 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Goal 2: Children will increase the capacity for self control.	
SE.P.2.1 Initiate play with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups

SE.P.2.2 Recognize and manage feelings and impulses in developmentally appropriate ways.	1. Regulates own emotions 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
SE.P.2.3 Demonstrate the ability to control behavior when changing activities with class or group.	1. Regulates own emotions 1a. Manages Feelings 6. Is able to look at a situation differently or delay gratification
SE.P.2.4 Separate easily from family.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Goal 3: Children will develop interpersonal and social skills for relating with other people.	
SE.P.3.1 Sustain interactions with peers by cooperating, playing and interacting.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children 2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
SE.P.3.2 Understand how actions affect others and begin to accept consequences.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SE.P.3.3 Show increasing ability to use compromise and discussion to resolve conflict with peers.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 7 emerging to 8. Resolves social problems through negotiation and compromise

Goal 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community.	
SE.P.4.1 Show progress in understanding similarities and respecting differences in people.	30. Shows basic understanding of people and how they live
SE.P.4.2 Show understanding and respect for the properties of others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SE.P.4.3 Develop an awareness of how actions positively affect the classroom environment.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Physical Development	
Goal 1: Children will develop gross motor skills.	
PD.P.1.1 Develop and demonstrate strength and coordination of large muscles.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
PD.P.1.2 Develop and demonstrate skills for walking.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
PD.P.1.3 Develop and demonstrate skills for sitting.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
PD.P.1.4 Develop and demonstrate skills for rolling.	4. Demonstrates traveling skills 4. Experiments with different ways of moving

Goal 2: Children will develop fine motor skills.	
PD.P.2.1 Develop and demonstrate strength and coordination of small muscles.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
PD.P.2.2 Develop eye-hand coordination in a purposeful way.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Health and Daily Living	
Goal 1: Children will acquire knowledge of healthy personal care routines.	
HDL.P.1.1 Wash and dry hands without assistance.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HDL.P.1.2 Toilet independently.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HDL.P.1.3 Brush teeth independently.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HDL.P.1.4 Cover mouth and nose when sneezing and coughing.	1. Regulates own emotions 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HDL.P.1.5 Manipulate clothing/fasteners.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HDL.P.1.6 Put on/take off coat, socks, and shoes.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Goal 2: Children will acquire knowledge of healthy nutritional practices.	
HDL.P.2.1 Follow mealtime routines and procedures.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
HDL.P.2.2 Open a food/drink container.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HDL.P.2.3 Eat with a spoon or fork.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HDL.P.2.4 Drink from an open cup.	1. Regulates own emotions 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HDL.P.2.5 Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).	29. Demonstrates knowledge about self
Goal 3: Children will acquire knowledge of safety practices.	
HDL.P.3.1 Demonstrate knowledge of personal safety.	1. Regulates own emotions 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HDL.P.3.2 Recognize and know to avoid potentially harmful situations.	1. Regulates own emotions 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HDL.P.3.3 Recognize and know to avoid potentially harmful substances.	1. Regulates own emotions 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Creative Arts	
Goal 1: Children will use art for creative expression and representation.	
CA.P.1.1 Use different art media and materials in a variety of ways for creative expression.	33. Explores the visual arts
CA.P.1.2 Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic.	33. Explores the visual arts
CA.P.1.3 Understand and share opinions about artistic endeavors and	33. Explores the visual arts

experiences.	
Goal 2: Children will show self-expression through music and movement.	
CA.P.2.1 Use a variety of musical instruments, rhythms, and songs to develop creative expression.	34. Explores musical concepts and expression
CA.P.2.2 Participate in creative music and movement activities.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
CA.P.2.3 Identify and appreciate different types of music from various cultures.	34. Explores musical concepts and expression
Goal 3: Children will participate in a variety of dramatic play activities.	
CA.P.3.1 Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 36. Explores drama through actions and language
CA.P.3.2 Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 36. Explores drama through actions and language